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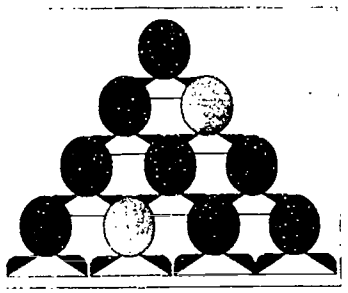
ABSTRACT

National research suggests that 36% of full-time students enrolled in community and technical colleges and planning to stay in college for 2 or more years leave by the end of their first year and do not return to college over a 3-year period. While students' reasons for leaving are often unrelated to the college, the literature suggests that colleges can do more to help students make the progress they desire. The Washington State Board for Community and Technical Colleges (WSBCTC) has developed a tracking methodology which serves as an indicator of student retention and identifies groups having the most difficulty making progress. Rather than focusing on fall to fall retention, the methodology focuses on the percent of students who do not make a successful transition to a second quarter, those who stay for 2 and 3 quarters, and those who enroll for 4 quarters or more. Data drawn from the methodology for fall 1991-93 indicate that 1 in 5 students was an early leaver, 29% made some progress toward their goal, and 50% graduated or made substantial progress. Suggestions for improving retention, based on this data and on the literature, include the following: (1) concentrating on students' initial experiences at college; (2) helping students to learn that they can do college-level work, that their ideas have value, and that they are worthy of respect; (3) helping students learn to balance work- and family-related responsibilities with student-related ones; and (4) concentrating efforts on students who are most likely to leave early, such as degree-seeking students enrolled part-time. (Contains 12 references.) (Data tables from research conducted at the WSBCTC are appended.) (KP)

Implications for Retention Strategies of Differential Student Progress Rates and the Literature on Student Retention.

Research Report No. 95-4

Loretta Seppanen
Washington State Board for Community and Technical Colleges



Research Report
No. 95-4

Washington State Board for Community and Technical Colleges; Education Division

IMPLICATIONS FOR RETENTION STRATEGIES OF DIFFERENTIAL STUDENT PROGRESS RATES AND THE LITERATURE ON STUDENT RETENTION

September 1995

National research suggests that of full-time students enrolled in community and technical colleges with plans to stay in college for two or more years, 36 percent leave by the end of the first year and do not return to any college over a three year period (Fitzgerald, et. al., 1994). The research literature suggests that colleges can do something about reducing the 36 percent number by enhancing the way in which students and colleges connect. This report reviews the retention literature and student progress rates in Washington. It provides research-based strategies for improving student retention in Washington community and technical colleges.

This review suggests that colleges can help more students to make the progress they desire by:

- Concentrating attention on the student's initial experience at the college, especially before and during the first quarter.
- Helping students to learn that they can do college-level work, that their ideas have value, and that they are worthy of respect. In the research literature, these are called validating responses to students.
- Helping students to learn how to balance concerns related to work and family and concerns related to being a student.
- Concentrating retention efforts on students who in Washington community and technical colleges are most likely to leave early – degree seeking students who enroll on a part-time basis, and full- or part-time students with one or more of the following characteristics: have not completed high school or the GED, Hispanic, work full-time, Native American and African Americans.

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Research Literature on Student Retention

Current research suggests that student experience at the college is often a key to student success and retention. The experience which is most likely to lead to retention is described as "integration" – becoming academically and socially connected with the life of the college. Several related models describing student retention have been developed and found to be somewhat applicable to community and technical colleges. The most commonly cited models are those stemming from the research of Tinto and that of Bean and Metzner (see a review specific to the sub-baccalaureate sector by Johnson, 1991). These models provide a context in which to understand what can be done to reduce the 36 percent rate of early leaving among students who wanted to stay for two years at a community or technical college.

Why Some Students Make Progress: Much of the literature related to testing the standard models of student retention is based upon structural equation modeling of the variables impacting student retention (as in Cabrera, A.F; A. Nora, and M. Castaneda, 1993; or Axelson and Torres, 1995). Such research examines a fairly complex relationship of background and family characteristics, financial aid and experiences at the college relative to student persistence. Overall the literature suggests that a person-environment fit is a key factor in explaining why students persist – specifically that students need to be integrated into the institution or the institution needs to better fit the students to improve chances of persistence. Those who stay have had frequent and quality interaction with others at the institution. They also have less worry about conflicts between external concerns and being a college student.

In one recent community college study, for example, researchers found that those who stayed tended to perceive less conflict between school and other activities in their life. This may not be a matter of actual conflicts as many successful students experience conflicts also. But some students perceive that college creates an issue related to outside concerns with college studies (Axelson and Torres, 1995). This outside concern includes family and friends who can be an asset or liability to the college student.

The literature suggests that the connection between students and college may be a somewhat different issue for those who had always planned to attend college versus the many who enroll at community or technical colleges after an unplanned change in personal circumstances (Terenzini, 1994). Students who are continuing a family tradition of going to college appear to have a primary concern for how well they will fit in with other students. Those who are the first generation going to college in their family have a primary concern related to how well they will do academically.

Institutional Responsibility: While many surveys of student's reasons for leaving college result in findings unrelated to the college (such as personal and financial concerns), the current literature on retention suggests that the college plays a role related to student leaving. The literature finds that most students who stay can be distinguished from most who leave not on the basis of these personal issues, but based on their experiences at the college. As researcher Patrick Terenzini says, in the past, "if a student dropped out, it was the student's problem, but now we know there is good reason to ask what role the institution played in the [decision]" (Rendon, 1994).

Importance of First Quarter: While earlier leavers from four year colleges might exit during or between any term before the start of the second year, community and technical college students who leave early tend to do so before the start of the second term. Kane and Rouse (1993), using National Longitudinal Survey data, documented this pattern of very early leaving among those who attended community colleges. Peter Ewell describes whether a student will continue to the second term as the "admissions requirement" at the two year colleges. This literature suggests that it is interaction with the college during the first term that is key to staying at or leaving the college. Of course, some students do leave after two or three quarters, but the rate of leaving drops off after the first quarter.

SBCTC Student Progression Tracking (SPT): Process and Funding

The Washington State Board for Community and Technical Colleges (SBCTC) has developed a tracking methodology which serves as an indicator of student retention and which helps to identify the groups having most difficulty making progress at their college. The SBCTC Student Progression Tracking (SPT) was designed to minimize the chance that students making slow progress toward their goal could be counted as "drop-outs" and to appropriately reflect diverse student goals. Analysis of Washington data reveal little difference in student progress rates between colleges and modest change – increased student progress – for the system as a whole over time. The data do reveal some significant differences between sub-groups of students. These differences help to identify those groups most in need of intervention to improve student progress.

SPT Process: Community and technical colleges look for a measure of student retention that recognizes the diversity and ambiguity of student goals, and that recognize some students take more than two or three years to achieve their goal. The SPT approach meets these criteria:

Criterion	SPT Approach
Recognizes that many successful students require more than two or three years to achieve success.	Categorizes all who enroll for four or more quarters as "making successful progress" regardless of whether or not they graduate at the end of two years.
Recognizes that some successful students "stop-out" – that is, take leave of a quarter or more and then resume college.	Counts all "stop-outs" who return within the two year period as making progress.
Recognizes that many students enroll with no intention of staying at the college for two years or to complete a degree.	Limits analysis to those who reported planning to complete an associate degree at their college. The assumption is made that progress rates for these students tell the college something about progress rates for others whose progress would be harder to monitor directly.
Recognizes that many students are unclear about their goals at initial entry.	Limits analysis to those who were clear enough about their goal to select "plan to get a degree at this college" among six possible choices including "don't know." About a third of all new students make this choice.

National research also suggests that, unlike the pattern at four year institutions, community and technical college students who will leave are most likely to do so between the first and second term with fewer leaving later between the first and second year. For this reason the SPT methodology does not use a traditional fall to fall approach used by four year institutions. Instead the SPT captures the percent of students who do not make a successful transition to a second quarter at the college, those who stay for two and three quarters, and those who enroll for four or more quarters.

This SPT methodology pulls data from a longitudinal tracking file. As in most states, the data system tracks only whether the student was enrolled long enough to be counted for the term, rather than tracking just students who completed a course. Thus this methodology is based on tracking the number of times a student enrolls (is in class until the tenth day of class). It is possible that some students counted as enrolled for two or more quarters will not have completed any courses.

To assure timely monitoring, snapshots of student status are recorded two years after initial enrollment. In recognition of short-term goals of some students, an "indicator species" approach is used – tracking only those who declared an intention to complete a degree (transfer or job preparatory) at their college. It is assumed that the findings will reflect on the progress of other students as well. In fact, SBCTC has compared the findings for this "indicator species" with similar data for those planning to enroll for a year or more and found nearly identical results. The job preparatory and transfer student progress is combined in this methodology. The enrollment patterns for both groups of students are almost identical when looking at the degree seeking "indicator species."

To recognize that success is often not achieved in two years and to capture early leavers, the counts of quarters attended are summarized in three categories:

- **Substantial Progress**: Students who enrolled in the college for four or more quarters over the two year period.
- **Some Progress**: Those who enrolled for two or three quarters in that same two years.
- **Early Leavers**: Students who enrolled for just one quarter over a two year period.

To deal with stop-by patterns, this methodology counts students for the number of quarters enrolled, even if enrollment was not sequential.

Some other retention measures, such as the proposed Student Right to Know methodology, set arbitrary limits by which students must graduate or transfer before they can be counted as making progress toward their goal. For associate degree students, the limit in the proposed Student Right to Know regulation was three years. On the one hand, this short limit provides timely feedback. It would be relatively useless to have to wait five or six years to learn about retention of students half a decade earlier, when conditions at the college or in the state may have been quite different. On the other hand, many successful students are inaccurately coded because the measure requires that they achieve graduation or transfer within the short time frame. The SPT is timely in that the measure is taken just two years after initial enrollment. By using the count of quarters enrolled, rather than a requirement of successful completion, the SPT only codes as "early leavers" a fairly small number of students who will eventually be successful or who already successfully transferred despite initial plans to stay at one college.

Availability to Colleges: College specific results using the Student Progression Tracking approach are provided at the end of this report. Colleges may obtain the raw data on which this report was based by ordering standard reports from the common computer system. The report used for overall student progress data is SR1182, Number of Quarters Students Continue To Enroll by Student Purpose. Colleges may order this report via Job Number SR1382J. This same report provides data by race/ethnic, gender, family status, work status and prior education. In many cases the number of new degree seeking students for a subpopulation may be too small for statistical analysis. The year to year progression pattern is likely to vary considerably if the subpopulation is less than 100. In that case, colleges may wish to combine data for two or three years, using a rolling average to observe trends over time.

The SR1183 report provides student progress data for those who enroll in developmental classes in their first quarter. Colleges may order that report via Job Number SR1383J. Job Number SR1381J provides data on student progress by mission area – transfer, job preparatory, job upgrading and all other students.

SPT General Findings: About one in five degree seeking students enrolled in Washington community colleges in fall 1993 was an early leaver. Another 29 percent made some progress toward their degree goal before leaving. Half the degree seeking students made substantial progress toward that goal in a two year period.

The number and percent of students making substantial progress has increased slightly over the past several years as shown in Table I. The percent of early leavers has declined slightly. The slight decline could be in response to considerable effort at the college level to improve the retention of students. Colleges have increased the offering of learning community classes which have been shown to increase student retention. Colleges have also increased a variety of student support services aimed at improving student success.

Student Progress
Students Planning Two Year Degree
Starting Fall 1993

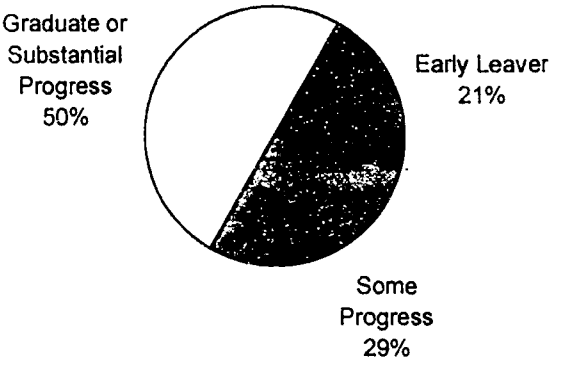


Table I
Student Progress for Degree Seeking Students
Measured Two Years after Initial Enrollment

	Starting Fall Quarter					
	1991		1992		1993	
	Number	% Total	Number	% Total	Number	% Total
Substantial Progress	6,624	49%	7,328	49%	7,918	50%
Some Progress	3,875	28%	4,269	29%	4,669	29%
Early Leaver	3,103	23%	3,292	22%	3,278	21%
New Degree Seeking	13,602		14,889		15,865	

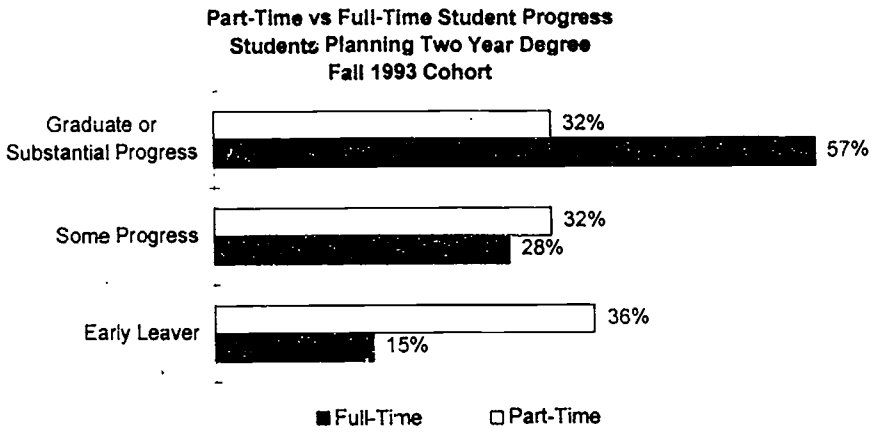
Note: Data are for community colleges only. The technical college pattern for fall 1993 was similar to that of the community college, except that more students were early leavers and somewhat fewer made substantial progress.

Given the changes taking place during the 1991 to 1993 period, one might have expected the rate of student progress to decline rather than increase. During that time colleges increased the number and proportion of welfare students enrolled at the college and the number of dislocated timber students enrolled. Given their lower socioeconomic status, one might have expected the welfare students to be more likely to be early leavers. Dislocated workers could be expected to leave early to take advantage of an employment opportunity.

Apparently changes in the economy also have little impact on student progress. The 1991 to 1993 period was one of substantial economic change. Fall 1991 was a period near the top of an economic cycle when unemployment was low and job opportunities plentiful. Fall 1993 was near the bottom of an economic cycle with higher unemployment and a substantial reduction in job demand. It is commonly believed that as the economy grows, students leave college for work and the opposite is believed to happen when jobs are hard to find. The recent changes in the Washington economy either had little impact on student progress or if there was an impact, it was mitigated by other circumstances.

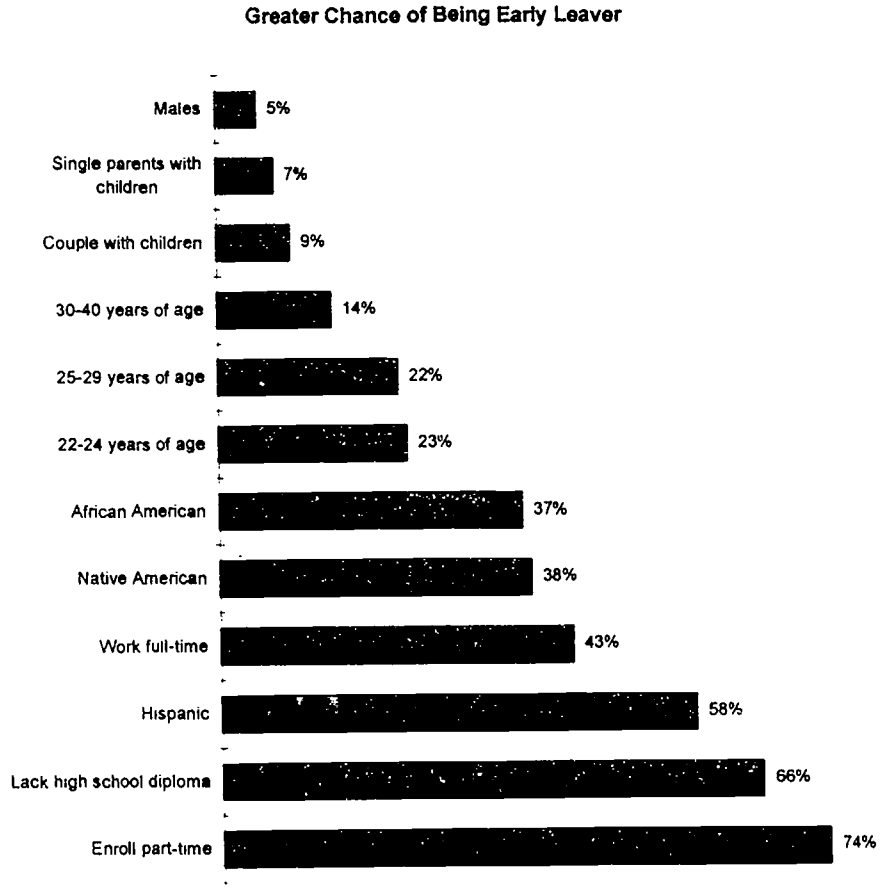
Differential Patterns by Student Groups: The likelihood that a student will be an early leaver can be tied to demographic and enrollment characteristics. Part-time students, for example, have a 74 percent greater likelihood of being an early leaver than students in general.

The most substantial difference in progress rates was the difference between those planning a degree who enrolled for at least 10 credits (full-time) and those who enrolled for less (part-time).



About 27 percent of all degree seeking students enroll on a part-time basis. Given that part-time degree seeking students must enroll for more quarters than full-time students, one might expect them to be enrolled for at least as many quarters during a two year period as full-time students. It is this full-time student progress rate that is comparable to the national data. In Washington community colleges, 43 percent of full-time students fail to make substantial progress in two years. That is somewhat comparable to the 36 percent in the national data who do not return the second year.

There is some overlap in characteristics as part-time degree seeking students and others who had a higher likelihood of being an early leaver. Part-time degree students enrolled in Washington colleges in fall 1993 were more likely than full-time students to be employed on a full-time basis, to not have a high school diploma or GED, and to be single parents. One analysis of the National Center for Educational Statistics' High School and Beyond Study found that part-time students differed from those who attended full-time in that they were more likely to come from lower socioeconomic status backgrounds, more likely to have graduated from a non-academic track in high school, and less likely to have done well in their test scores and grades in high school (Hearn, 1987 as described in O'Brien, 1992). These background characteristics of part-time students may be related to their early leaving pattern.



While students of all types are early leavers, those groups that are more likely than students in general to be early leavers – especially those with a 30 to 70 percent greater chance of being earlier leavers – can be targeted in retention programs. Approaches to targeting these students are described later in this report.

Implications for Retention Strategies

These SPT findings, combined with findings from the research literature on retention at two year colleges, can be used to identify retention strategies. The research literature and these data suggest approaches to intervention to improve student retention, the students to target, and when to intervene.

Approaches to Retention Intervention: Validating That Students Can Do Well: The researchers at the National Center on Postsecondary Teaching, Learning, and Assessment (NCPTL) argue that their research suggests that colleges can respond to the needs of students maneuvering through their first year in college by the following strategies:

1. New students, especially nontraditional students, need reassurance. They need evidence that they can do college-level work, that their ideas have value, and that they are worthy of respect. This validating feedback can take the form of a professor's praise for a well thought out question or a written statement at mid-term stressing a student's strengths. One student comments in Voices of Transition audio tape that "you have to have a feeling that this teacher understands you or can see things from your perspective" for true learning to occur.
2. Since student life inside and outside of the classroom informs each other, NCTLA researchers suggest improving ways in which academic and student affairs divisions can work together to promote academic success.

Research on linked courses and coordinated study programs indicate that these instructional strategies are validating to students (Tinto, Russo, Kadel, 1994). Based on interviews with community college students in various learning communities, NCTLA researchers recommend that colleges:

1. Alter the setting in which students learn as a way to improve student involvement. This can be done through coordinated student programs which require multi-disciplinary, team-teaching approaches or through collaborative teaching strategies in regular courses. Whichever route is chosen, the NCTLA staff argues that such efforts require some years to mature and funding for faculty development.
2. Rethink the patterns of college organization by considering ways to tie the various departments and academic staff and student services staff into collaborative communities in the service of student learning.

Approaches to Retention Intervention: Balancing Outside Concerns and Being a Student: Students who perceive a conflict with work or family matters in their school attendance may opt to devote full-time to those other matters rather than remaining at college. A recent study at Riverside Community College in California found that students who had concerns about their academic performance were more likely to persist than those who had the same level of concern about balancing family and work obligations with college studies (Axelson and Torres, 1995).

Strategies which respond to this need include:

1. First year orientation to college courses. These classes help students understand their own learning style and learn to deal with the conflict between college and outside concerns.
2. Advising students to plan a reduced class load for the purposes of increasing retention given outside demands on student time.
3. Identifying classes commonly taken by first time students who are working and/or raising a family and asking faculty to devote time to discussing the outside concerns versus being a student. Student services staff might assist with this discussion.

4. Pairing student services staff with part-time faculty who teach the developmental or first year college in math and English to provide additional contacts for the students in these courses.
5. NCTLA researchers recommend that academic and student services staff need to pay careful attention to the families of first generation college students. Parents (or children and spouses) should be helped to better understand and prepare for the demands and stresses that their family member will face during the college experience.

Target Populations: While the typical college enrolls 7,000 students each fall quarter, that same typical college enrolls just 1,000 new students who are planning to stay at the college for a year or longer or who are uncertain about their plans at the college. (The tables at the end of the report show the number of new degree seeking students by college.) To have a substantial impact on retention, the college needs to find ways to address the integration concerns of just these 1,000 new students. Recognizing that the number to be served is manageable will help colleges develop fundable strategies.

Typical College Fall Quarter

New Students	
Planning to Stay 1 Year or More	1,000
Full-Time	750
Part-Time	250
Working Full-Time	270
Students of Color	160
Less Than High School	100

Furthermore, not all of these 1,000 new students are equally likely to be early leavers. The strategies described above can be targeted to new students who plan to enroll for a year or more and who are either enrolled part-time or who are enrolled full- or part-time and have the following characteristics: working full-time, not having completed high school, Hispanic students, Native American students, and African American students. The common computer system keeps track of these student characteristics. College staff can identify all the students with long-term enrollment plans who meet these criteria.

It is a challenge to assist part-time students and those who are working full-time. Typically students enroll part-time because of other commitments which take a good deal of their time. With time as the limited resource, these students are not free to attend support groups or study groups outside of class. They also do not have the time to participate in focus groups or face to face interviews (even if a free meal and childcare are provided). Each fall quarter the typical college enrolls 250 new part-time students planning to be at the college for a year or longer. Given the small number, it may be possible to make personal contact with each of these students. Some strategies for part-time and working students include:

1. Provide information via mail or video to all new part-time students who plan to enroll at the college for a year or longer. Part-time students can attend to such information at a time that best meets their own schedule. A video might highlight the learning objectives of the colleges and ways in which other part-time students have successfully managed home, work, and school to achieve those objectives.
2. Use class time as the critical point of contact for part-time and working students. A review of the quarterly registration can reveal classes with a large number of degree seeking part-time students. A faculty counseling team might develop strategies for use in those classes to improve the progress of the part-time students. This team approach could be especially targeted for courses taught by part-time faculty who may not be as accessible to students as full-time faculty.

The students who enroll who have not completed high school may benefit from an orientation class during their first year at the college, even if they are enrolled only in the basic skills program. Colleges may wish to review their student information to learn more about the current course taking pattern of the 50 or so new students who seek degrees and have completed less than a high school diploma.

Local community groups may help the college in an effort to improve the progress for African American, Native American, and Hispanic students. Many colleges inadvertently provide a "chilly" climate for these students due to the lack of role models or lack of attention to diversity in the curriculum. Strategies which may be of help include:

1. Focus group interviews with successful students of color may reveal what the college is doing to be most helpful to them and what actions the college could take to improve the general campus climate.
2. One-on-one contact with students of color. Again, the numbers of new degree seeking students of color are quite small at most colleges. Personal contacts within the first few weeks of the quarter are feasible.

When to Target Retention Strategies: It is the first quarter which is key to improving student retention in community and technical colleges. The NCTLA researchers argue that validation must happen often and early in a student's first year. They suggest that validation most often comes in the form of grades at the end of the semester. However, even though many students have strong academic talents, without early validation, they may not stay to develop those talents. Terenzini believes that, "if you wait until the end of the term [to offer validation], it may be too late; they're gone."

Colleges can learn about ways in which validation does or does not occur, and external concerns versus college conflicts are or are not resolved, by tapping into their own student experiences. An ideal way of describing doing this would be to hire an ethnographer to observe each different group of students for a year. Given the expense of this approach, this ideal has been infrequently implemented. Less costly strategies include:

1. Administration of the Community College Student Experience Questionnaire (CCSEQ) during the first quarter of enrollment and comparing the results for students who are first generation college attendees, those who had always planned to attend college, those going full-time and those going part-time. The campus Assessment Liaison can provide assistance related to use of the CCSEQ.
2. Conduct focus groups or face to face interviews with new students early in their first quarter to learn how students experience the college. Topics for the focus groups could include: How students experience the transition to college, what concerns them most about making a successful transition to being students, and what the college could do to help them make this transition. SBCTC has a selection of resources related to conducting focus group interviews. To obtain copies of these resource materials, contact Linda McPike at 360/753-3673 at SBCTC.

Some of the students who come to the college expressing an interest in completing a year of study or a degree or certificate, may have little notion of the commitment required to achieve that goal. The research literature is fairly silent on the issue of lack of student understanding of the responsibilities of a successful student experience. The focus group discussions may help colleges understand the extent to which students know their responsibilities associated with the commitment to the degree. The discussions may also reveal strategies for helping students to determine whether they are in a position to take on that commitment before they enroll at the college.

Strategies to Avoid: Retention committees often want to survey "drop-outs" to learn their reasons for withdrawing before implementing strategies to improve retention. Unfortunately, getting former students to accurately describe reasons for leaving is much more difficult than it seems. Ending a commitment such as going to college is a complex activity. Even the person involved may not fully understand their own motivations. Thus instead of providing the information that would be most helpful to college staff, drop-outs might report leaving for personal or financial reasons (which may be symptoms, not causes of the leaving). Students who leave because of a mismatch in the student environment fit may be minimally inclined to respond to a mail or telephone survey. A recent effort by the University of Washington (Lowell and Basson, 1994) provides an illustration of the consequences of this failure of some students to respond to the survey. Using a research strategy of mail and phone surveys (up to ten call backs) which normally results in a 50 to 70 percent response, the university surveyed a sample of drop-outs. The response rate was 23 percent. Many of the respondents were those who left the university as a result of circumstances beyond their control rather than for the reasons consistent with the research literature. It is quite possible that fewer of those who felt some mismatch between themselves and the university responded to the survey.

Retention committees also often want to conduct research to better describe the population most likely to leave the college early. While this is a desirable goal, the process of conducting such research requires considerable time, expertise and cost. The literature suggests that data collected in administrative records can be relied upon to explain not more than a third of the variance between those who leave and those who stay. Variables such as

attitude regarding adequacy of financial aid, degree of interaction with faculty, and primary integration concerns must be included in the analysis to assure that variance is reasonably explained. Collecting these additional data takes time and some money. Analysis of these data requires use of correlation statistics such as the LISREL program and discriminate function analysis.

The strategies suggested earlier are based on the current literature and the SPT findings for Washington community and technical colleges. They provide a reasonable starting point for improving student progress.

Summary

Community and technical colleges in Washington do an excellent job with students who are able to stay at the college for a year or longer. The Student Progression Tracking system shows that nearly one in five students with a goal of being at the college for at least a year enrolls for just one quarter is an early leaver. Those with long-term enrollment goals who enroll on a part-time basis, who work full-time or who start college with less than a high school diploma are most likely to be among these early leavers. African Americans, Native Americans and Hispanics are also more likely to be early leavers.

The literature on student retention and the SPT findings for colleges in this state suggest that colleges can improve student retention by targeting efforts to selected students during their first quarter. Retention strategies should focus on efforts to validate that students are capable of learning at the college and to helping them resolve conflicts between school and outside interests.

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Progress of Students Planning Degrees
Two Years After Entering the College
(State and Contract Students Entering Fall 1993)

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Bellevue						
Full-Time						
State	389	58	89			
Contract	4	0	2			
Total	393	58	91	62%	23%	15%
1992 Cohort	375	54	114	55%	30%	14%
1991 Cohort	319	45	84	60%	26%	14%
Part-Time						
State	176	65	53			
Contract	30	9	10			
Total	206	74	63	33%	31%	36%
1992 Cohort	233	95	64	32%	27%	41%
1991 Cohort	244	76	82	35%	34%	31%
Big Bend						
Full-Time						
State	176	19	40			
Contract	5	2	2			
Total	181	21	42	65%	23%	12%
1992 Cohort	174	20	52	59%	30%	11%
1991 Cohort	167	17	41	65%	25%	10%
Part-Time						
State	57	17	17			
Contract	55	36	16			
Total	112	53	33	23%	29%	47%
1992 Cohort	77	37	27	17%	35%	48%
1991 Cohort	58	23	17	31%	29%	40%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Centralia						
Full-Time						
State	235	29	66			
Contract	11	0	3			
Total	246	29	69	60%	28%	12%
1992 Cohort	227	28	54	64%	24%	12%
1991 Cohort	219	34	53	60%	24%	16%
Part-Time						
State	46	20	11			
Contract	3	2	1			
Total	49	22	12	31%	24%	45%
1992 Cohort	36	12	14	28%	39%	33%
1991 Cohort	35	13	6	46%	17%	37%
Clark						
Full-Time						
State	379	55	89			
Contract	8	0	2			
Total	387	55	91	62%	24%	14%
1992 Cohort	356	45	97	60%	27%	13%
1991 Cohort	361	54	102	57%	28%	15%
Part-Time						
State	238	82	89			
Contract	12	0	2			
Total	250	82	91	31%	36%	33%
1992 Cohort	287	105	81	35%	28%	37%
1991 Cohort	278	100	85	33%	31%	36%
Columbia Basin						
Full-Time						
State	479	52	122			
Contract	26	6	3			
Total	505	58	125	64%	25%	11%
1992 Cohort	402	56	91	63%	23%	14%
1991 Cohort	370	60	90	59%	24%	16%
Part-Time						
State	147	44	53			
Contract	32	16	13			
Total	179	60	66	30%	37%	34%
1992 Cohort	158	50	43	41%	27%	32%
1991 Cohort	200	77	56	34%	28%	39%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Edmonds						
Full-Time						
State	493	69	127			
Contract	35	3	11			
Total	528	72	138	60%	26%	14%
1992 Cohort	509	78	142	57%	28%	15%
1991 Cohort	465	77	122	57%	26%	17%
Part-Time						
State	224	65	71			
Contract	59	24	21			
Total	283	89	92	36%	33%	31%
1992 Cohort	294	110	88	33%	30%	37%
1991 Cohort	337	130	92	34%	27%	39%
Everett						
Full-Time						
State	347	43	111			
Contract	30	1	7			
Total	377	44	118	57%	31%	12%
1992 Cohort	319	41	89	59%	28%	13%
1991 Cohort	297	42	65	64%	22%	14%
Part-Time						
State	184	68	58			
Contract	9	3	1			
Total	193	71	59	33%	31%	37%
1992 Cohort	200	85	57	29%	29%	43%
1991 Cohort	171	56	44	42%	26%	33%
Grays Harbor						
Full-Time						
State	211	32	67			
Contract	0	0	0			
Total	211	32	67	53%	32%	15%
1992 Cohort	223	18	57	66%	26%	8%
1991 Cohort	105	12	31	59%	30%	11%
Part-Time						
State	25	7	10			
Contract	0	0	0			
Total	25	7	10	32%	40%	28%
1992 Cohort	30	12	11	23%	37%	40%
1991 Cohort	9	4	4	11%	44%	44%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Green River						
Full-Time						
State	835	150	208			
Contract	22	0	7			
Total	857	150	215	57%	25%	18%
1992 Cohort	691	102	160	62%	23%	15%
1991 Cohort	520	90	123	59%	24%	17%
Part-Time						
State	256	88	87			
Contract	12	3	5			
Total	268	91	92	32%	34%	34%
1992 Cohort	262	101	70	35%	27%	39%
1991 Cohort	244	91	74	32%	30%	37%
Highline						
Full-Time						
State	600	84	153			
Contract	9	0	3			
Total	609	84	156	61%	26%	14%
1992 Cohort	302	57	81	54%	27%	19%
1991 Cohort	464	74	140	54%	30%	16%
Part-Time						
State	200	74	61			
Contract	4	1	1			
Total	204	75	62	33%	30%	37%
1992 Cohort	96	35	29	33%	30%	36%
1991 Cohort	173	78	45	29%	26%	45%
Lower Columbia						
Full-Time						
State	266	45	78			
Contract	19	3	9			
Total	285	48	87	53%	31%	17%
1992 Cohort	208	32	64	54%	31%	15%
1991 Cohort	207	22	62	59%	30%	11%
Part-Time						
State	64	24	24			
Contract	4	1	0			
Total	68	25	24	28%	35%	37%
1992 Cohort	64	28	23	20%	36%	44%
1991 Cohort	54	18	18	33%	33%	33%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
North Seattle						
Full-Time						
State	354	66	97			
Contract	6	0	0			
Total	360	66	97	55%	27%	18%
1992 Cohort	394	53	109	59%	28%	13%
1991 Cohort	339	49	92	58%	27%	14%
Part-Time						
State	174	53	61			
Contract	4	1	2			
Total	178	54	63	34%	35%	30%
1992 Cohort	209	73	48	42%	23%	35%
1991 Cohort	227	72	62	41%	27%	32%
Olympic						
Full-Time						
State	303	42	90			
Contract	7	1	4			
Total	310	43	94	56%	30%	14%
1992 Cohort	247	33	71	58%	29%	13%
1991 Cohort	229	35	65	56%	28%	15%
Part-Time						
State	205	58	63			
Contract	1	1	0			
Total	206	59	63	41%	31%	29%
1992 Cohort	171	58	50	37%	29%	34%
1991 Cohort	119	43	42	29%	35%	36%
Peninsula						
Full-Time						
State	157	15	46			
Contract	32	2	6			
Total	189	17	52	63%	28%	9%
1992 Cohort	149	14	51	56%	34%	9%
1991 Cohort	81	7	24	62%	30%	9%
Part-Time						
State	38	20	6			
Contract	11	0	5			
Total	49	20	11	37%	22%	41%
1992 Cohort	47	14	14	40%	30%	30%
1991 Cohort	42	15	14	31%	33%	36%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Pierce						
Full-Time						
State	629	84	188			
Contract	194	53	78			
Total	823	137	266	51%	32%	17%
1992 Cohort	783	145	240	51%	31%	19%
1991 Cohort	814	169	253	48%	31%	21%
Part-Time						
State	126	47	34			
Contract	263	109	106			
Total	389	156	140	24%	36%	40%
1992 Cohort	395	174	128	24%	32%	44%
1991 Cohort	402	192	125	21%	31%	48%
Seattle Central						
Full-Time						
State	466	65	133			
Contract	38	6	8			
Total	504	71	141	58%	28%	14%
1992 Cohort	499	83	161	51%	32%	17%
1991 Cohort	443	75	125	55%	28%	17%
Part-Time						
State	228	69	73			
Contract	38	31	5			
Total	266	100	78	33%	29%	38%
1992 Cohort	200	79	60	31%	30%	40%
1991 Cohort	176	60	66	28%	38%	34%
Shoreline						
Full-Time						
State	651	89	181			
Contract	9	0	6			
Total	660	89	187	58%	28%	13%
1992 Cohort	552	79	137	61%	25%	14%
1991 Cohort	548	96	142	57%	26%	18%
Part-Time						
State	186	58	53			
Contract	1	0	0			
Total	187	58	53	41%	28%	31%
1992 Cohort	251	72	82	39%	33%	29%
1991 Cohort	262	106	66	34%	25%	40%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Skagit Valley						
Full-Time						
State	374	60	120			
Contract	41	5	20			
Total	415	65	140	51%	34%	16%
1992 Cohort	231	41	71	57%	27%	16%
1991 Cohort	162	28	51	51%	31%	17%
Part-Time						
State	98	43	23			
Contract	33	9	13			
Total	131	52	36	33%	27%	40%
1992 Cohort	71	32	14	35%	20%	45%
1991 Cohort	95	34	30	33%	32%	36%
So Puget Sound						
Full-Time						
State	290	35	87			
Contract	15	3	7			
Total	305	38	94	57%	31%	12%
1992 Cohort	200	21	52	64%	26%	11%
1991 Cohort	253	42	52	63%	21%	17%
Part-Time						
State	112	31	31			
Contract	16	4	5			
Total	128	35	36	45%	28%	27%
1992 Cohort	139	40	36	45%	26%	29%
1991 Cohort	126	43	35	38%	28%	34%
South Seattle						
Full-Time						
State	246	34	59			
Contract	1	0	0			
Total	247	34	59	62%	24%	14%
1992 Cohort	256	41	75	55%	29%	16%
1991 Cohort	186	38	55	50%	30%	20%
Part-Time						
State	142	57	36			
Contract	9	3	2			
Total	151	60	38	35%	25%	40%
1992 Cohort	211	75	56	38%	27%	36%
1991 Cohort	215	60	66	41%	31%	28%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Spokane						
Full-Time						
State	748	105	219			
Contract	5	1	3			
Total	753	106	222	56%	29%	14%
1992 Cohort	693	107	210	54%	30%	15%
1991 Cohort	874	120	246	58%	28%	14%
Part-Time						
State	64	19	21			
Contract	1	0	0			
Total	65	19	21	38%	32%	29%
1992 Cohort	87	27	28	37%	32%	31%
1991 Cohort	115	39	25	44%	22%	34%
Spokane Falls						
Full-Time						
State	727	176	227			
Contract	41	12	17			
Total	768	188	244	44%	32%	24%
1992 Cohort	697	143	213	49%	31%	21%
1991 Cohort	582	93	197	50%	34%	16%
Part-Time						
State	119	51	40			
Contract	8	3	1			
Total	127	54	41	25%	32%	43%
1992 Cohort	167	75	44	29%	26%	45%
1991 Cohort	127	57	32	30%	25%	45%
Tacoma						
Full-Time						
State	460	69	149			
Contract	25	3	5			
Total	485	72	154	53%	32%	15%
1992 Cohort	471	74	135	56%	29%	16%
1991 Cohort	412	83	117	51%	28%	20%
Part-Time						
State	113	40	38			
Contract	8	2	3			
Total	121	42	41	31%	34%	35%
1992 Cohort	178	64	64	28%	36%	36%
1991 Cohort	154	56	47	33%	31%	36%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Walla Walla						
Full-Time						
State	224	23	62			
Contract	17	0	6			
Total	241	23	68	62%	28%	10%
1992 Cohort	236	37	61	58%	26%	16%
1991 Cohort	147	17	43	59%	29%	12%
Part-Time						
State	49	23	15			
Contract	40	12	17			
Total	89	35	32	25%	36%	39%
1992 Cohort	58	22	14	38%	24%	38%
1991 Cohort	32	15	11	19%	34%	47%
Wenatchee						
Full-Time						
State	299	39	90			
Contract	5	0	0			
Total	304	39	90	58%	30%	13%
1992 Cohort	308	44	81	59%	26%	14%
1991 Cohort	289	60	76	53%	26%	21%
Part-Time						
State	82	32	24			
Contract	18	14	3			
Total	100	46	27	27%	27%	46%
1992 Cohort	107	54	34	18%	32%	50%
1991 Cohort	111	44	33	31%	30%	40%
Whatcom						
Full-Time						
State	157	16	56			
Contract	4	0	1			
Total	161	16	57	55%	35%	10%
1992 Cohort	146	24	42	55%	29%	16%
1991 Cohort	117	31	32	46%	27%	26%
Part-Time						
State	110	35	39			
Contract	15	9	3			
Total	125	44	42	31%	34%	35%
1992 Cohort	116	41	32	37%	28%	35%
1991 Cohort	88	28	35	28%	40%	32%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Yakima Valley						
Full-Time						
State	377	40	105			
Contract	12	1	3			
Total	389	41	108	62%	28%	11%
1992 Cohort	421	53	126	57%	30%	13%
1991 Cohort	389	47	121	57%	31%	12%
Part-Time						
State	154	63	47			
Contract	37	11	17			
Total	191	74	64	28%	34%	39%
1992 Cohort	187	78	58	27%	31%	42%
1991 Cohort	146	56	59	21%	40%	38%
COMMUNITY COLLEGE TOTAL						
State Supported						
Full-Time	10,872	1,594	3,059	57%	28%	15%
Part-Time	3,617	1,253	1,138	34%	31%	35%
1993 Total	14,489	2,847	4,197	51%	29%	20%
1992 Total	14,092	2,968	4,004	51%	28%	21%
1991 Total	12,994	2,834	3,658	50%	28%	22%
Contract Supported						
Full-Time	621	102	213	49%	34%	16%
Part-Time	723	304	252	23%	35%	42%
1993 Total	1,344	406	465	35%	35%	30%
1992 Total	718	310	243	23%	34%	43%
1991 Total	605	269	217	20%	36%	44%
State and Contract Supported						
Full-Time	11,493	1,696	3,272	57%	28%	15%
Part-Time	4,340	1,557	1,390	32%	32%	36%
1993 Total	15,833	3,253	4,662	50%	29%	21%
1992 Total	14,889	3,292	4,269	49%	29%	22%
1991 Total	13,599	3,103	3,875	49%	28%	23%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Bates*						
Full-Time						
State	178	20	40			
Contract	16	0	5			
1993 Total	194	20	45	66%	23%	10%
Part-Time						
State	212	53	54			
Contract	13	7	5			
1993 Total	225	60	59	47%	26%	27%
Bellingham						
Full-Time						
State	55	9	23			
Contract	10	4	4			
1993 Total	65	13	27	38%	42%	20%
Part-Time						
State	199	113	50			
Contract	4	4	0			
1993 Total	203	117	50	18%	25%	58%
Clover Park						
Full-Time						
State	310	47	126			
Contract	21	2	8			
1993 Total	331	49	134	45%	40%	15%
Part-Time						
State	534	263	157			
Contract	16	9	4			
1993 Total	550	272	161	21%	29%	49%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Renton						
Full-Time						
State	162	27	45			
Contract	6	3	1			
1993 Total	168	30	46	55%	27%	18%
Part-Time						
State	155	77	44			
Contract	1	1	0			
1993 Total	156	78	44	22%	28%	50%
Lake Washington						
Full-Time						
State	80	4	40			
Contract	0	0	0			
1993 Total	80	4	40	45%	50%	5%
Part-Time						
State	210	68	66			
Contract	0	0	0			
1993 Total	210	68	66	36%	31%	32%
TECHNICAL COLLEGE TOTAL						
State Supported						
Full-Time	785	107	274	51%	35%	14%
Part-Time	1,310	574	371	28%	28%	44%
1993 Total	2,095	681	645	37%	31%	33%
Contract Supported						
Full-Time	53	9	18	49%	34%	17%
Part-Time	34	21	9	12%	26%	62%
1993 Total	87	30	27	34%	31%	34%
State and Contract Supported						
Full-Time	838	116	292	51%	35%	14%
Part-Time	1,344	595	380	27%	28%	44%
1993 Total	2,182	711	672	37%	31%	33%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
SYSTEM TOTAL						
State Supported						
Full-Time	11,657	1,701	3,333	57%	29%	15%
Part-Time	4,927	1,827	1,509	32%	31%	37%
1993 Total	16,584	3,528	4,842	50%	29%	21%
Contract Supported						
Full-Time	674	111	231	49%	34%	16%
Part-Time	757	325	261	23%	34%	43%
1993 Total	1,431	436	492	35%	34%	30%
State and Contract Supported						
Full-Time	12,331	1,812	3,564	56%	29%	15%
Part-Time	5,684	2,152	1,770	31%	31%	38%
1993 Total	18,015	3,964	5,334	48%	30%	22%

Source: SR1182A for students planning to complete a degree at their college.
Note: Percents may not add due to rounding.
* Up to 2 years, no degree planned.
r:/lort/93prog.xls